

CHAPTER I

INTRODUCTION

This chapter highlights the importance and advantages of blended learning model in learning process. It also provides a brief explanation about instructional communication as patterned communication between teacher and students. Moreover, this chapter presents the outline of the study such as; research background, research questions, goals of the research, significance of the research, scope and restriction, as well as depiction of key terms.

1. 1 Research Background

Teaching and learning process is an activity to implement the curriculum in educational institutions so that students can achieve their intended goals (Rustaman, 2010: 461). The learning process is one of the important elements to achieve success in learning. In the learning process, there is a transformation process of science and values. When the learning process takes place, an interaction between the teacher and students allows the teacher to be able to recognize the characteristics and potential of the students. Likewise, vice versa, during learning students have the opportunity to develop their potential.

Learning activities can be conducted face to face or distance learning (online

learning). Face-to-face learning is a learning process which implements direct interaction between students and teachers. It provides live interaction between students and teachers. It means it is needed a physically present in a classroom. While in online learning activities at least 80% of the substance is conveyed online without face to face at class meetings (Alsaaty & Abrahams, 2016: 32). Internet Learning utilizes Web and may incorporate content, animation, graphics, sound, video, sheets, e-mail, and testing. Web based learning is commonly "on request" and self-coordinated yet may incorporate synchronous chat, electronic remotely coordinating (audiographics), or comparative innovation (Bencheva, 2010: 63).

There are several disadvantages of both offline learning and online learning. In offline learning, direct interaction between students and instructors determines learning outcomes. Students who are taught by interactive teaching and learning activities in the classroom will have better understanding and learning outcomes (Alsaaty & Abrahams, 2016: 35). In this learning process, often students depend on the teacher, and the success of the learning process is also influenced the teacher's material delivery. On the other hand, in online learning, direct interaction is not a priority. Students must actively explore information and the success of the learning process depends on students' independence. This learning process often requires high discipline and enthusiasm so that the learning process can be conducted effectively (Alsaaty & Abrahams, 2016: 36).

Those disadvantages of both learning model, can be solved by using

Blended learning. Blended learning consolidates various exercises, for example, face to face gatherings, Internet-based learning modules, and virtual learning networks (Link, & Wagner, 2009). Moreover, Nuruzzaman, (2016: 126) supports that Blended learning shows a variety of possibilities presented by combining digital media and the internet with creating class forms that require shared physical presence from teachers and students. Blended learning portrays learning exercises that include a mix of systematic technology between students and face to face interactions, instructors and learning assets (Bliuca & Ellisc, 2007: 234).

The objective of blended learning is to give the most productive and compelling instruction experience by joining conveyance modalities. Blended learning is utilized to describe learning that mixes different occasion based on exercises, inclusive of face-to-face classrooms, live E-Learning, and self-guided instruction (Bencheva, 2010: 65). Blended learning usually consists of face-to-face class once every week. Nonetheless, students prepare online learning to finish group projects and different class tasks (Molenda & Boling, 2008). In short, it combines the advantages of both online and face to face learning.

Instructional communication is part of educational communication (Yusuf, 2012: 26). The term “instructional” comes from the word instruction, which means command (instruction), in learning or teaching. Thus, education has a broader field of study than instructional. Instructional communication is correspondence in the

instructional field. In the implementation process, instructional correspondence contains elements of instructional activities, such as the methods used by teachers, curriculum experts, material designers and others that aim to develop organized plans for learning needs (Mudhofir, 2009: 5).

Instructional communication is patterned communication specifically designed to change target behavior in a particular community in a better direction. Instructional communication itself is designed to give aspects of cognition, affection and psychomotor (Joseph, 2010: 6). The teacher acts as the executor of communication (communicator) and students as recipients (communicants) (Joseph, 2010: 6). In this study, the instructional communication highlighted was teacher instructional communication in teaching in blended learning.

There are several previous studies which are relevant to this study. The first is a study conducted by Tandyonomanu et al (2018) about instructional communication in the primary school education entitled "Shaping instructional communication competence of pre-service teachers." This investigation expects to comprehend the construction of pedagogical communication abilities of pre-service educators, on how information and communication skills are put into practice and on how the arrangement of such skills in educational communication. The participants were teacher training in the primary school. The consequence of the interview shows that the foundation of instructional correspondence capability is

not simply happened immediately during the instructional procedure, of life journey participants. The second is a study conducted by Darojat (2016) about blended learning pedagogy entitled “Improving Curriculum Through Blended Learning Pedagogy.” The purpose of this study is to understand the problems related to the implementation of mixed learning pedagogy in blended learning. This study found some of the best strategic practices in the development of blended learning pedagogies in Open and Distances Learning (ODL) universities in Southeast Asia. This study also provides a practical recommendation that teaching via Internet is becoming a strategic choice for open and distance learning in developing countries to broaden access and address challenges for better learning to come up.

There are many previous studies that focus on the blended learning and instructional communication, but the study about instructional communication in blended learning is still new. Thus, this research wants to investigate about instructional communication in blended learning entitled “Teachers’ Instructional Communication in Blended Learning”.

1.2 Research Questions

In view of the foundation of examination over, the research question is how is the teachers’ instructional communication in blended learning?

1.3 Objectives of the Study

In light of the examination inquiries over, the destinations of the investigation is to describe teachers' instructional communication in blended learning.

1.4 Significance of the Research

The discoveries of this research are supposed to give contribution. This research result will contribute a lot by providing further data for the following researcher. This study could give a good understanding on instructional communication that used by teacher in Blended learning class. Practically, this research, hopefully can give a lot of beneficial for the readers, the consequences of this examination are expected to be helpful to broaden educators' insights about blended learning model, especially the implementation of effective instructional communication in blending learning in order to obtain good educational goals. For education institutions, the results of this research are relied upon to be useful as a guideline for educational institutions in managing the blended learning model.

1.5 Scope and Limitation

The scope of this study is to analyze the instructional communication in blended learning at University of Muhammadiyah Malang. This research focuses

on instructional communication in English Language Education Departement.. Thus, the researcher will conduct the interview with lecturers of English teaching. In addition, there are three lecturers that choosen as research informants because the informant selectionis based on volunteer sampling where the lecturers is voluntarily join the as the research informants.

1.6 Meaning of Key Terms

In order to abstain from misconception about the terms used in this exploration, the researcher provides definitions of key terms as follows:

1. Blended learning is a learning model that consolidates online with up close and personal
2. learning, it comprises of eye to eye class meetings once every week, with students utilizing web-based figuring out how to finish bunch ventures and other class assignments (Molenda & Boling, 2008).
3. Instructional correspondence is communication in the instructional field. In the implementation process, interactional communication contains elements of instructional activities, such as the methods used by teachers, curriculum experts, material designers and others that aim to develop organized plans for learning needs (Mudhofir, 2009: 5).

4. Instructional communication itself is designed to give aspects of cognition, affection and psychomotor (Joseph, 2010: 6).

